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Mercedes (Maddy) Tornabane



Español II, 4a
El 12 de mayo

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Mercedes (Maddy) Tornabane



Español II, 4a
El 21 de octubre

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1st Quarter Goals:

- My first goal for Spanish this year is to be able to read and translate *Casi se Muere* without any struggling or difficulty. I will work on this goal by practicing reading Spanish outside of class, whether it's on the internet or directions, or what, I will read and see if I can understand it. Also, I will go over my notes in the reading section of my binder.
- My second goal for Spanish this year is to write over 100 words with only one or two mistakes during timed writings. Although I am already able to write over 100 words, I am not quite able to complete it with minimal errors. To practice, I will review the vocabulary we encounter throughout the quarter so I know how to spell and use them correctly. As well as that, I will communicate (text) with my friends in Spanish to practice using the vocabulary that we learn in class.
- My third goal for Spanish this year is to be able to carry on a conversation with a friend fluently in Spanish. In order to accomplish this goal, I will talk to my friends/peers outside of class in Spanish as much as possible. I will also participate as much as I can in class to make sure I have correct pronunciation and structure.

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Goals Reflection:

- As far as my 1st quarter goals go, I have yet to achieve any of them. Although I am close to reaching my first two goals, I still have to work on all of them. This quarter I have learned that my goals are a little more challenging than I thought they would be, but that's good! I now know that I need to keep working extra hard to reach my goals.
- With all of that being said, I am going to keep all of my current goals with a new modification. Since I believe I am extremely close to achieving my second goal, I'm going to change it so that I write over 115 words in a timed writing with minimal errors. I am doing this because I feel like I would have been able to reach my original goal, 100 words, in a short amount of time. I think this will be more of a challenge for me and will help me as a learner of Spanish.

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Artifact 1: Original Writing

El 31 de agosto

Timed Writing #1: 5 min.

Yo

Me gusta mucho bailar. Me gusta cantar y escucha música. No me gusta jugar videojuegos. No me gusta nada la clase de historia. Yo soy es ordenada y sociable. Yo soy es talentosa y simpática. Yo no soy es desordenada. Yo no soy perezoso. Mi clase favorita es la clase de coro y la clase de matematicas. Mi color favorito es verde. Mi comida favorita es las frutas. Mi película favorita es *The Proposal*. No me gust nada montar en monopatin. Me gusta mucho pasar tiempo con mis amigos. Mi profesor favorito es Sra. Oliver y Sra. C-B. (106 words)

Reflection:

The timed writing I typed above is an original writing artifact. I chose to include this piece because it was the first timed writing of the year and I didn't expect to get as many words as I did. In order to complete this activity, I had to remember past words and grammar I learned prior to this year since we hadn't really done much to review any of the skills this tested. As a learner of Spanish, this demonstrates that I can remember what I have learned even with a summer long break with barely any Spanish. If I were to do this again, I would obviously try to write more words, but also try and make my sentences flow more together.

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Artifact 2: Listening

El 8 de octubre

Video Notes

- Chile covered by Atacama Desert in North-pictures drawn by tribes long ago
- Distances between towns = long- hitchhiking/buses to pick you up
- San Pedro = major stop
- Mummies found in well condition because of very dry air
- Highest geyser field in world
- People farm llamas for living for their wool
- Astronomy research in Santiago
- Temuco = heart of Indians → Mapuche Indians-schools to preserve kid's culture
- Penguins and glaciers along coast
- Lobster finishing = important on Robinson Crusoe Island
- Easter Island = one town = mostly Polynesian
- Statues = biggest archeological mysteries ever = commemorate important people
- Most remote island in world

Reflection:

The above notes are a few example of notes I took in class while listening to a video about Chile, therefore being a listening artifact. I wanted to include this because I personally found the video quite interesting. To take these notes, I had to pay attention to the video and pick out important information. This shows that I like to learn about different cultures and am fascinated by them. I wouldn't change anything about this activity if I were to complete it again.

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Artifact 3: Reading

El 1 de octubre

Casi se muere Capítulo 3:

- 1) Ana llega a Chile.
- 2) Ana aprende el información importante sobre Chile. Ana aprende que muchos estudiantes van a escuelas particulares. Ana aprende que no se puede manejar hasta los dieciocho años de edad en Chile.
- 3) La familia huespel de Ana lleva a Ana al restaurante que sirve comida italiana en Providencia. Providencia es un lugar popular en Santiago.
- 4) Ana y familia van a la costa y van a Viña del Mar.

Reflection:

The typing above is a copy of answers to questions we answered in class about Casi se muere chapter 3 and it is a reading artifact. To be able to write these answers, I needed to be able to comprehend the questions read aloud and remember what I had read throughout the story. I included this because I was proud of how well my spelling was on this answer sheet. This demonstrates that I am able to understand and answer questions asked aloud. I wouldn't do anything differently if I were to redo this activity.

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Artifact 4: Growth

Nombre Mercedes Tornabone Hora 4^a Fecha el 23 de septiembre

Práctica con el presente de los verbos regulares en español

Translate the following sentences from English to Spanish.

1. Carlos practices sports every day. = Carlos practica deportes todos los días.
2. My family lives in a yellow house. = Mi familia vive en un amarillo casa.
3. Víctor and I learn Spanish at school. = Víctor y yo aprendemos español en la escuela.
4. Sra. Baedke likes to sing in class. = Sra. Baedke le gusta cantar en clase.
5. I don't swim after eating. = Yo no nado después de comer.
6. The class is reading Casi se muere. = La clase lee Casi se muere.
7. Rodrigo speaks Spanish very well. = Rodrigo habla español muy bien.
8. My cousins always drink coffee in the morning. = Mis primos siempre beben el café en la mañana.
9. I can't dance the tango. = Yo no puedo bailar el tango.
10. Héctor wants to write a book. = Héctor quiere escribir un libro.

Now translate the following conversation from English to Spanish.

Marta: Hi, Saúl. What are you looking for? = Hola Saúl ¿qué buscas?

Saúl: Hi, Marta. I'm looking for a pencil.

Marta: Why do you need a pencil?

Saúl: I need a pencil because I am going to take a quiz in Spanish class.

Marta: We are taking a quiz in Spanish class today?

Saúl: Yes.

Marta: Hola Saúl ¿qué buscas?

Saúl: Hola Marta. Yo busco por un lápiz.

Marta: Por qué necesitas un lápiz?

Saúl: Yo necesito un lápiz porque yo voy tomar una prueba en la clase de español.

Marta: Tomamos una prueba en la clase de español?

Saúl: Si.

Reflection:

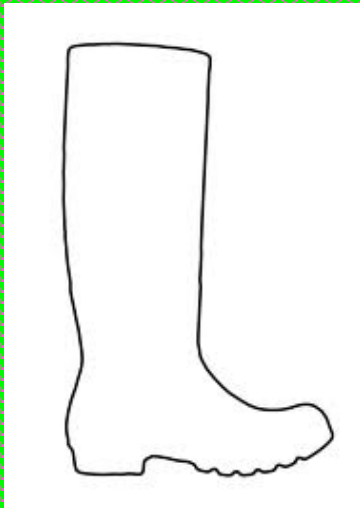
This scan to the left is a copy of a grammar worksheet we did in class that I am using as an artifact that demonstrates growth. This worksheet required me to be able to write in Spanish and translate from English to Spanish using correct spelling and grammar. I chose this as an artifact because at the very beginning of the quarter, I probably could not have done this with the quality I can now. Therefore, this shows that I have grown in grammar this quarter. I wouldn't change anything about this activity.

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Mercedes (Maddy) Tornabane

Español II, 4a

El 15 de diciembre



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2nd Quarter Goals:

- My first goal for Spanish this year is to be able to read and translate *Casi se Muere* without any struggling or difficulty. I will work on this goal by practicing reading Spanish outside of class, whether it's on the internet or directions, or what, I will read and see if I can understand it. Also, I will go over my notes in the reading section of my binder.
- My second goal for Spanish this year is to write over 100 words with only one or two mistakes during timed writings. Although I am already able to write over 115 words, I am not quite able to complete it with minimal errors. To practice, I will review the vocabulary we encounter throughout the quarter so I know how to spell and use them correctly. As well as that, I will communicate (text) with my friends in Spanish to practice using the vocabulary that we learn in class.
- My third goal for Spanish this year is to be able to carry on a conversation with a friend fluently in Spanish. In order to accomplish this goal, I will talk to my friends/peers outside of class in Spanish as much as possible. I will also participate as much as I can in class to make sure I have correct pronunciation and structure.

Goals Reflection:

Looking back on 2nd quarter, I believe that I have reached one of my goals. This goal would be my first one, and it's good that I have reached it because we are not reading *Casi se Muere* anymore. As far as my other goals go, I think I am definitely improving and getting closer to reaching them, but still have yet to achieve them. This quarter, I have learned many new grammar things that complicate my third goal of being able to carry on a fluent conversation with a friend. Because of all the *ser* and *estar* forms, I get more confused and misuse/say things in Spanish. That is one thing that I still need to work on now that I am more familiar with the forms.

With that being said, I am going to keep my second and third goals with no new modifications because I think they will still be challenging for me. As far as my first goal, I have made a new goal. This goal is to be able to conjugate and correctly use the forms of *ser* and *estar* when writing and speaking. In order to do this, I will practice writing sentences/stories with both *ser* and *estar* in them. Also I will look over my notes in the grammar section of my binder at least 4 times a week. Hopefully by next quarter I will have accomplished my second and third goal and be well on my way with my new first goal.

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Artifact 1: Culture

Jesse Y Joy Ser o Estar Lyrics:

No puedo esperar más sin tenerte junto a mí
Desesperación es que no estes aquí
Que no estes para verme caer Ni me pueda tu voz levantar
Que difícil se vuelve lograr respirar

No quiero ser No quiero hablar No quiero estar Si tu no estas aquí

No no puedo entender ya Por que no te dejas llevar
Dame una razón dos para soportar

Que no este para verte caer Y te pueda mi voz levantar
Que difícil se vuelve lograr ,respirar

No quiero estar si tu no estas aqui No entiendo lo que siento
Como pensar en dejarte ir Si digo que no importa miento

Se empieza a notar si tú no estas En mi comportamiento
No se te ocurra pensar en decirme adios No , no , no ,no , no ,no

Reflection:

The song lyrics to the left are used as my culture artifact because the song is an original Spanish song sung by Spanish singers. In order to understand the lyrics, I had to listen in class and take accurate notes. I included this because I like the song and it's message. This shows that I like Spanish music and take accurate notes in class. I wouldn't do anything differently if I were given the opportunity to relearn the lyrics to this song.

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Artifact 2: Original Writing

El 10 de diciembre

Timed Writing #4: 5 min (No topic)

Yo soy amable y graciosa. Mi amiga se llama Elena. Elena es amable, graciosa, inteligente, y talentosa. Elena le gust mirar las peliculas. Elena le gusta leer en su casa. Ella puede habla por horas y horas. Ella tiene muchos cuentos. Los cuentos son siempre gracioso.

Ahora ella es escribiendo en la clase de español con mi. Elena es una amiga muy buena. Elena es una de mis amigos mejor. Elena vive en una casa.

Total: 75 words 2 stem-changers 1 present progressive estar: 0 ser: 5

Reflection:

This artifact is an original writing artifact because it is a Timed Writing. To complete this activity in class, I needed to be able to correctly use the forms of ser and estar, also use present progressive verbs, and stem-changers. I choose to include this because I enjoyed writing about my friend and was proud of this writing. This shows that I understand and can use the forms of ser and estar, stem-changers, and present progressive verbs. If I were to do this again, I would try to write even more.

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Artifact 3: Speaking

Preguntas por Al

- ¿Tú comes mucho “Hellman’s” en Chile?
- ¿Tú miras mucho “Top-Gun” en Chile?
- ¿Qué es tú favorito cosa sobre Chile?

Reflection:

This is a speaking artifact. These are questions that we were assigned to come up with and ask to a guest speaker (Al) in class one day. In order to write these questions, I had to be able to conjugate the verbs I used and come up with questions for Al about Chile. I choose to include this because I really enjoyed listening to Al talk to our class because I know him outside of class and was able to ask more personal questions after talking to his wife. This demonstrates that I work hard to come up with personal and well thought out questions for class. I wouldn't do anything differently if I were to do this again.

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Artifact 4: Reading

Summary of Artifact/Activity:

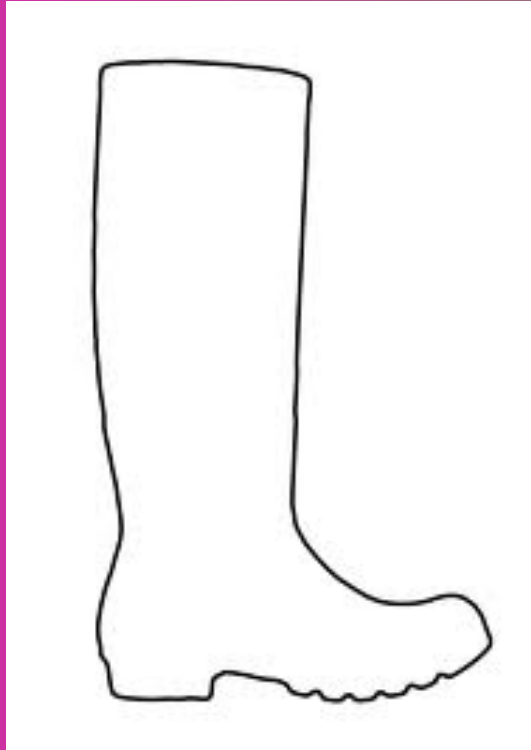
One day in class, we were told to read children's books and look for uses of *ser* and *estar*. I read about three or four children's books and found quite a few uses of *ser* and *estar* throughout them. I enjoyed this activity because it was independent and I've always liked children's books!

Reflection:

The above summary is an explanation of a reading activity we did in class, therefore it is a reading artifact. To be able to read, comprehend, and pick out uses of *ser* and *estar*, I had to pay attention, stay focused, and reread some books. I choose to include this artifact because like I said above, I enjoyed this activity very much. This artifact demonstrates that I enjoy to read Spanish and can comprehend it. I wouldn't do anything different if I were to redo this activity.

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Artifact 5: Growth



Explanation:

The picture of the boot to the left represents a learning tool we used in class. This boot has to do with grammar and helps us to remember how to conjugate different verbs.

Reflection:

This is an artifact that demonstrates growth because before this quarter, I had not known much about the whole “boot” idea. In order to understand what the boot means and represents, I had to pay attention in class and take good notes. I included this because the boot really helps me to remember how to conjugate verbs correctly. This shows that I do take good notes and understand what we learn in class. I wouldn’t change my learning habits if I were to relearn this.



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Mercedes (Maddy) Tornabane



Español II, 4a
El 8 de marzo



3rd Quarter Goals:

My first goal for Spanish during 3rd quarter is to be able to conjugate and correctly use the forms of ser and estar when writing and speaking. In order to do this, I will practice writing sentences/stories with both ser and estar in them. Also I will look over my notes in the grammar section of my binder at least 4 times a week.

My second goal for Spanish this quarter is to write over 100 words with only one or two mistakes during timed writings. Although I am already able to write over 115 words, I am not quite able to complete it with minimal errors. To practice, I will review the vocabulary we encounter throughout the quarter so I know how to spell and use them correctly. As well as that, I will communicate (text) with my friends in Spanish to practice using the vocabulary that we learn in class.

My third goal for Spanish this quarter is to be able to carry on a conversation with a friend fluently in Spanish. In order to accomplish this goal, I will talk to my friends/peers outside of class in Spanish as much as possible. I will also participate as much as I can in class to make sure I have correct pronunciation and structure.

Goals Reflection:

Looking back on my goals, I am not sure I have completely reached them to my highest expectations yet. I think I am or was close to reaching my first goal, however I haven't studied ser or estar in a long time. Because of this, I realized that I get them confused more often than I used to. To fix this and to better achieve this goal, I will look over my notes more frequently and try to be more focused.

My second goal I am also very close on again. I believe I am going to make one modification, which will be to write 120 words with less than 3 errors. I think this goal will still be a challenge for me and that this modification is necessary because I feel like I am close to reaching this goal. My third goal isn't quite achieved to the point I want quite yet. I believe I am able to carry out a conversation, but sometimes still stumble occasionally. I feel that I have definitely improved though since the beginning of the year. Because of this, I will keep the same strategies. Therefore, I am going to keep all of my goals with one new modification to my second goal, and hopefully I will be able to achieve these goals.

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Artifact 1: Listening

- The pictures to the right are scans of pigs that were on a game worksheet we used in class. This is a listening artifact because we had to listen in order to pick out which word was being called in order to color in the nose. To complete this activity, I had to listen closely, translate quickly, and find the correctly translated pig. I chose to include this because I really enjoyed this game. This shows that I enjoy playing games and doing activities in class. I wouldn't do anything differently because I won. 😊



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Artifact 2: Culture



Prairieview World Language Week 2011

Nombre Mercedes Tornabane
Clase Español II
Hora 4²

- The photos to the left are scans of the cover of a passport. This is a culture artifact because this was used during language (culture) week. In order to complete this activity I had to speak to as many different adults in the school as possible in Spanish to get their signatures. We were assigned to get five signatures, but I got ten for extra credit. I chose to include this because I thought this was a fun activity to do especially when the teachers didn't know what I was saying! This demonstrates that I can convey meanings in Spanish to others. If I were to do this again, I would try and get even more signatures for more extra credit.

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Artifact 3: Growth

- The scan to the right is of a pre-assessment we completed in class over reflexive verbs. As you can see, we had to go back and correct our mistakes after growing and learning more, therefore this is an artifact that demonstrates growth. In order to do this I had to pay attention in class, follow directions, and try to correct my own mistakes. I included this because I was proud of my score, but knew how to correct my mistakes. This shows that I am willing and able to correct what I do wrong. I would try and not miss any points if I were to do this again.

Nombre Mercedes Tornabone Hora 4^o Fecha El 21 de febrero

Español 2 Capítulo 2A - Prueba de los verbos reflexivos

12 de 16 puntos

Fill in the sentences with the appropriate form of the reflexive verb in parenthesis. (16 points)

- Carlos no se afeita todos los días. (afeitarse)
- Elena y yo comemos el desayuno después de se preparan para la escuela.
(prepararse)
- Yo no me ducho por la noche. (ducharse)
- ¿Tú te visties rápidamente? (vestirse)
- Mis padres siempre se acuestan tarde. (acostarse)
- Nosotros no nos despertamos hasta las diez los sábados. (despertarse)
- Tú no quieres pintarte las uñas, ¿por qué? (pintarse)
- Los niños se lavan las manos antes de comer. (lavarse)

Artifact 4: Writing

El 1 de marzo

Las Audiciones de Santiago: Timed Writing #5

116 Words

Hay un chico se llama Santiago. Santiago quiere ser un cantante. Santiago va al Teatro Colón de Buenos Aires. ¿Por qué ? Porque el chico tiene una audición. Una audición es para La Traviata. La Traviata es una ópera. Es una ópera muy elegante. El Teatro Colón de Buenos Aires es muy elegante también.

El Teatro Colón de Buenos Aires es también importante. Santiago está nervioso por la audición. Santiago se ducha en la mañana para prepararse. Santiago se ducha lentamente. Se ducha por horas y horas y horas. Santiago se viste con los pantalones y una camisa. Santiago no ponerse los zapatos o las calcentines. ¿Por qué? ¡Porque está nervioso! Santiago no ponerse desodorante tampoco.

Reflection:

The writing above is a Timed Writing we do in class, and I'm using it as a writing artifact. In order to do this activity, I had to understand how to correctly use and spell reflexive verbs, new vocabulary, and remember the story we had read. I included this because I was surprised of how much I remembered and how many words I wrote in the five minutes. This shows that I understand reflexive verbs and can correctly use them to write. If I were to do this again, I would try to write and remember even more.

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Artifact 5: Reading

Nombre Mercedes Tornabone Fecha el 28 de febrero

2A Cognate Reading

Read ¡Adelante! Lectura (pp. 90–91). Read Fondo cultural (p. 91).

Las audiciones de Santiago

Me llamo Santiago. Voy a un evento especial. Tengo una audición. Estoy muy nervioso. Voy al teatro. Voy al Teatro Colón de Buenos Aires. Voy al Teatro Colón de Buenos Aires porque tengo una audición para la ópera *La Traviata*. Es una ópera muy elegante. Estoy muy entusiasmado. Es el teatro más importante de toda la Argentina, quizás de toda la América del Sur. Es un teatro muy elegante.

Para prepararme para la audición, estoy duchándome. Me lavo la cara. Me lavo los brazos. Me ducho lentamente. Me ducho por horas y horas. Me seco el cuerpo con una toalla y me seco el pelo con un secador. Me cepillo el pelo y me pongo gel en el pelo. Me cepillo los dientes. Me visto con pantalones y una camisa. Me pongo cinturón. No me pongo calcetines. No me pongo zapatos. Estoy muy nervioso y no recuerdo todo. Me corto las uñas. Me pongo agua de colonia. Estoy muy entusiasmado. No estoy tranquilo. Me afeito. Me afeito rápidamente y me corto la cara seis veces. No me pongo el desodorante. No recuerdo ponerme el desodorante.

El Teatro Colón de Buenos Aires ofrece al público conciertos, óperas, ballet y otros programas culturales; yo quiero cantar en el coro de *La Traviata*. Estoy muy nervioso. No hay muchas personas que puedan cantar en el coro de *La Traviata* después de las audiciones. Cantar en *La Traviata* depende de una audición buena.

Voy al Teatro Colón. Canto muy bien en la audición. Canto mejor que todos los demás. Pero cantar en el coro no depende sólo de la voz. Canto muy bien en la audición, pero no voy a cantar en el coro de *La Traviata*. No voy a cantar porque no causo una impresión muy buena. No me puse desodorante y no tengo ni zapatos ni calcetines en los pies.

Voy al centro comercial Galerías Pacífico para otra audición. Es una audición para las personas que venden agua de colonia en una tienda. Lo paso muy bien en la audición. Lo paso muy bien porque canto mientras vendo el agua de colonia. Ahora vendo agua de colonia en Galerías Pacífico.

- The scan to the left is of a cognate reading we read and analyzed in class. It is a reading artifact since we had to read and translate it. In order to read, comprehend, translate, and analyze this, I had to be able to use my prior knowledge to figure out new vocabulary and be able to read and translate. I chose to include this because I really understood this story and liked that there were lots of cognates. This shows that I can read and analyze Spanish stories. I wouldn't do anything differently about this activity.

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Artifact 1: Reading

S(aber)

- Muchas personas de descendencia italiana y aleman.
- El capitolio es rosado
- Bailan el tango
- A lado de Chile
- Tiene el sol en la bandera
- Buenos Aires

Q(uiero Saber)

A(prender)

- Tiene las pampas muy importante
- carne de res es famoso
- Tiene Aconcagua
- Tu: vos
- Ll: shhh sound

Reflection:

This is a reading artifact we completed and are continuing to complete in class. It is a SQA (KWL) chart in Spanish about Argentina. We fill in the A section as we learn more about Argentina as we read in class. I chose this because I think it really helps me focus more on Argentina then I usually focus on the countries we read about. This demonstrates that I am an active reader and remember to fill in the A section as we read. I believe this demonstrates growth because it shows everything I now know about Argentina that I didn't use to know. I would probably add even more information if I were to do this activity again.

Viajar contigo por Alex Ubago

Es esa noche de verano que te conocía
ya quise besarte
Ahora cada noche sueño con tu melodía
y puedo tocarte
pero cuando me despierto
se desvanece tu cuerpo
me encanto soñar contigo.

Me levante una mañana
tu melodía aun sonaba

(coro)
Me vestí de traje
y luego en el parque
arranque una flor
me monte en el tren que según me dijeron
llevaba a tu corazón
pero me quede dormido
y llegue hasta la ultima estación
y allí no había nadie
tan solo estaba yo.

Ya no queda nada mas que decirse adiós
y eso me duele
pienso que un hasta luego
siempre es mejor cuando parece
que la vía se termina
y se separan nuestras vidas
me encanto viajar contigo

Artifact 2: Choice

Reflection:

The artifact to the left is a listening artifact. It is a few of the lyrics from a song we listened to and translated in class. I included this because I really liked the song and the lyrics. I believe this demonstrates that I enjoy cultural music from different countries and understand the lyrics in Spanish. I think this portrays growth because a few weeks ago I would not have been able to translate this because I didn't then know about the preterit vs. the imperfect. I wouldn't do anything differently if I were to redo this.

Goal Reflection:

- My first goal for 4th quarter was to be able to correctly conjugate and use ser and estar. I believe I was able to do that for a short time period, but cannot do that now. Therefore, I should have practiced and studied even more.
- My second goal was to be able to write 120 words in a timed writing with one or two mistakes. I believe I have reached this goal and am proud to say that. I accomplished this by using my strategies well and often.
- My third goal was to be able to carry out a conversation with a friend in Spanish fluently. I was close to reaching this goal. However, since I am no longer able to correctly use ser and estar, I cannot quite do this anymore. I believe if I participated more in class I would be closer to reaching this goal. With that being said, I hope that I will sometime be able to reach all three of these goals.
- As far as previous goals from past quarters, I have reached 2 of my goals to my fullest potential. I think that if I didn't have such high expectations for myself, I would have reached more of my goals.

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Year Reflection:

- After completing another year of Spanish, I think that the strategies that worked best for me were looking over my notes and talking to my friends outside of class.
 - A strategy that helps me with speaking would be talking to my friends outside of class.
 - A strategy that helps me with reading would be taking notes in class.
 - A strategy that helps me with writing would be looking over my notes.
 - A strategy that helps me better when it comes to listening would be paying attention in class.
- I believe that the most meaningful experience I had in Spanish this year was making altars for Day of the Dead. I liked this experience the most because it was an enjoyable project and I liked to learn about others and who was/is important to them.
- My language plans for the rest of my years at Waukee schools are to take Spanish III and Spanish IV my sophomore year. Then I plan to take Spanish V my junior year. My goals are to keep learning more and be successful in my learning.
- Beyond high school, I'm not sure what I'm planning to do. I hope to use all my Spanish learning in a meaningful way that will benefit others though.